

Hunter-Kinard-Tyler Elementary

7066 Norway Road
Neeses, South Carolina 29107

Grades	PK-6 Elementary School	
Enrollment	397 Students	
Principal	Debra W. Norman	803-263-4441
Superintendent	Dr. Darrell Johnson	803-534-8081
Board Chair	Mr. Aaron Rudd	803-534-8081

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	28	85	29

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 9 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Below Average	No
2004	Below Average	Below Average	No
2005	Below Average	Good	No
2006	Unsatisfactory	Unsatisfactory	No

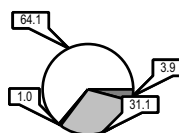
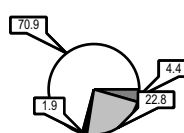
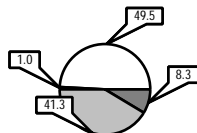
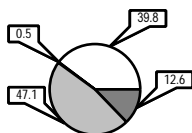
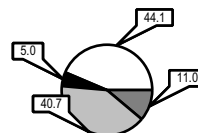
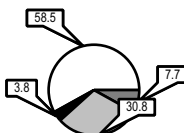
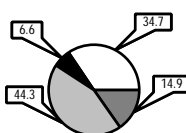
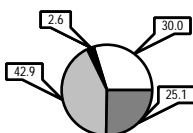
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

98.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	217	98.6	38.9	47.8	12.8	0.5	24.1	No	Yes
Gender									
Male	121	98.3	44.2	49.6	6.2	0.0	19.5	N/A	N/A
Female	96	99.0	32.2	45.6	21.1	1.1	30.0	N/A	N/A
Racial/Ethnic Group									
White	44	97.7	28.9	52.6	18.4	0.0	26.3	I/S	Yes
African American	171	99.4	40.9	47.0	11.6	0.6	23.8	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	192	99.0	33.5	51.4	14.5	0.6	26.8	N/A	N/A
Disabled	25	96.0	79.2	20.8	0.0	0.0	4.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	217	98.6	38.9	47.8	12.8	0.5	24.1	N/A	N/A
English Proficiency									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	210	98.6	38.6	48.0	12.9	0.5	24.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	180	99.4	42.0	46.6	10.9	0.6	22.4	No	Yes
Full-pay meals	37	94.6	20.7	55.2	24.1	0.0	34.5	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	217	98.6	48.8	41.9	8.4	1.0	18.7	No	Yes
Gender									
Male	121	98.3	56.6	35.4	8.0	0.0	15.9	N/A	N/A
Female	96	99.0	38.9	50.0	8.9	2.2	22.2	N/A	N/A
Racial/Ethnic Group									
White	44	97.7	39.5	52.6	7.9	0.0	26.3	I/S	Yes
African American	171	99.4	50.6	39.6	8.5	1.2	17.1	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	192	99.0	43.0	46.9	8.9	1.1	20.7	N/A	N/A
Disabled	25	96.0	91.7	4.2	4.2	0.0	4.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	217	98.6	48.8	41.9	8.4	1.0	18.7	N/A	N/A
English Proficiency									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	210	98.6	48.5	42.1	8.4	1.0	18.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	180	98.9	52.0	39.9	6.9	1.2	18.5	No	Yes
Full-pay meals	37	97.3	30.0	53.3	16.7	0.0	20.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	217	99.1	70.6	23.0	4.4	2.0	6.4
Gender							
Male	121	98.3	69.0	26.5	2.7	1.8	4.4
Female	96	100.0	72.5	18.7	6.6	2.2	8.8
Racial/Ethnic Group							
White	44	97.7	57.9	31.6	10.5	0.0	10.5
African American	171	100.0	73.3	21.2	3.0	2.4	5.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	192	99.5	66.7	26.1	5.0	2.2	7.2
Disabled	25	96.0	N/AV	N/AV	N/AV	N/AV	N/AV
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	217	99.1	70.6	23.0	4.4	2.0	6.4
English Proficiency							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	210	99.0	70.4	23.2	4.4	2.0	6.4
Socio-Economic Status							
Subsidized meals	180	99.4	73.6	20.1	4.6	1.7	6.3
Full-pay meals	37	97.3	53.3	40.0	3.3	3.3	6.7

Social Studies							
All Students	217	99.1	63.7	31.4	3.9	1.0	4.9
Gender							
Male	121	98.3	72.6	23.9	2.7	0.9	3.5
Female	96	100.0	52.7	40.7	5.5	1.1	6.6
Racial/Ethnic Group							
White	44	97.7	50.0	44.7	5.3	0.0	5.3
African American	171	100.0	66.7	28.5	3.6	1.2	4.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	192	99.5	59.4	35.0	4.4	1.1	5.6
Disabled	25	96.0	95.8	4.2	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	217	99.1	63.7	31.4	3.9	1.0	4.9
English Proficiency							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	210	99.0	63.5	31.5	3.9	1.0	4.9
Socio-Economic Status							
Subsidized meals	180	99.4	65.5	29.9	4.0	0.6	4.6
Full-pay meals	37	97.3	53.3	40.0	3.3	3.3	6.7

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	45	100.0	31.8	45.5	18.2	4.5	22.7
	4	68	98.5	28.6	50.8	20.6	0.0	20.6
	5	53	100.0	40.4	42.6	17.0	0.0	17.0
	6	56	98.2	45.3	35.8	17.0	1.9	18.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	61	98.4	31.6	45.6	22.8	0.0	22.8
	4	46	100.0	32.6	53.5	14.0	0.0	14.0
	5	64	98.4	44.1	52.5	3.4	0.0	3.4
	6	46	97.8	47.7	38.6	11.4	2.3	13.6
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	45	100.0	47.7	50.0	2.3	0.0	2.3
	4	68	100.0	54.7	34.4	10.9	0.0	10.9
	5	53	100.0	46.8	42.6	6.4	4.3	10.6
	6	56	100.0	33.3	42.6	14.8	9.3	24.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	61	98.4	52.6	42.1	5.3	0.0	5.3
	4	46	100.0	44.2	44.2	11.6	0.0	11.6
	5	64	98.4	47.5	42.4	10.2	0.0	10.2
	6	46	97.8	50.0	38.6	6.8	4.5	11.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	45	100.0	63.6	29.5	4.5	2.3	6.8
	4	68	100.0	54.7	35.9	7.8	1.6	9.4
	5	53	100.0	68.1	25.5	6.4	0.0	6.4
	6	56	100.0	57.4	25.9	9.3	7.4	16.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	61	100.0	77.6	17.2	5.2	0.0	5.2
	4	46	100.0	76.7	20.9	2.3	0.0	2.3
	5	64	98.4	66.1	27.1	5.1	1.7	6.8
	6	46	97.8	61.4	27.3	4.5	6.8	11.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	45	100.0	47.7	43.2	9.1	0.0	9.1
	4	68	100.0	46.9	51.6	1.6	0.0	1.6
	5	53	100.0	55.3	38.3	6.4	0.0	6.4
	6	56	100.0	68.5	20.4	5.6	5.6	11.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	61	100.0	39.7	51.7	8.6	0.0	8.6
	4	46	100.0	55.8	34.9	4.7	4.7	9.3
	5	64	98.4	79.7	20.3	0.0	0.0	0.0
	6	46	97.8	81.8	15.9	2.3	0.0	2.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 397)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.5%	Down from 5.7%	4.0%	2.8%
Attendance rate	96.7%	Up from 95.7%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 6.4%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 4.1%	0.0%	0.0%
Eligible for gifted and talented	3.6%	Down from 5.4%	4.6%	10.4%
On academic plans	62.3%	N/AV	46.6%	33.6%
On academic probation	44.1%	N/AV	1.9%	1.0%
With disabilities other than speech	3.7%	Down from 4.1%	7.2%	7.5%
Older than usual for grade	1.6%	Down from 4.1%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 30)				
Teachers with advanced degrees	46.7%	Down from 55.2%	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	17.9%	N/A	4.4%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	2.6%	0.0%
Teachers returning from previous year	83.1%	Down from 83.7%	84.6%	87.3%
Teacher attendance rate	94.9%	Down from 98.6%	94.7%	94.9%
Average teacher salary	\$41,427	Down 0.6%	\$41,385	\$42,485
Prof. development days/teacher	13.7 days	Up from 8.9 days	13.7 days	13.3 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	17.2 to 1	Up from 15.3 to 1	16.5 to 1	18.6 to 1
Prime instructional time	90.1%	Down from 93.3%	88.7%	89.7%
Dollars spent per pupil*	\$5,517	Down 4.5%	\$7,378	\$6,557
Percent of expenditures for teacher salaries*	59.9%	Down from 62.2%	61.6%	64.0%
Percent of expenditures for instruction*	74.3%		68.0%	69.1%
Opportunities in the arts	Fair	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	19.3%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

"Great Staff, Great Students, Great Expectations" was the theme this year for Hunter-Kinard-Tyler Elementary School. We believe in promoting excellence in all areas of our school. To assist us with our theme, we established a new vision statement that reflects excellence and equity in education. Our school also devised three goals that will help us to achieve our vision for the future. These goals involved increasing test scores, increasing parental involvement and becoming an exemplary writing school by 2007.

Five new initiatives were implemented this school year: (1) We revised our related arts schedule; whereby students take Art and Music for 1 nine-week period and PE for a semester. This new schedule allows teachers and students to work on projects daily instead of weekly; (2) We have an open library with the goal of promoting technology and research and allowing for flex time for research and library skills; (3) A new science lab was established where teachers and students perform science experiments and conduct science projects; (4) A new computer lab with 20 computers and a SMART Board was created for classes to develop computer skills and to complete assignments; (5) Universal Breakfast (Breakfast in the Classroom) was implemented. This program allows students to eat breakfast in their classes. By doing this, we increased the number of students eating breakfast and students tended to be more ready to begin classes. There was no cost to students.

Again this year, our school received the Palmetto Silver Award. This award shows improvement in our test scores. Our school showed the largest gain in scores in our district. Our students improved in 14 of 16 tested areas on PACT. We also improved in 6 areas by at least 10% over our previous scores. We also received this award in 2001-2002 and 2002-2003.

We have parental involvement activities that are stellar. We have Family Night Out programs that are held every other month. These nights are dedicated toward involving and familiarizing parents with activities that they can do with their children at home. We cover one of the core areas of reading, math, science or social studies each night, with teachers presenting workshops on different grade levels and activities. We now average over one hundred parents per session. We also host a parent visitation day once a month where we invite parents to the school during the school day to visit with their children in classes to learn what their children are learning.

Our school is a School of Character. We participate in the Orangeburg County Character Trait of the Month. Once a month, a student is selected for demonstrating that particular month's character trait. These students have their picture taken, which is then posted for all students to see. Their parents or guardians are invited to eat lunch with them at a special table. Children are asked to dress to impress on the day of their special lunch. Our fifth grade students, along with other fifth graders from Orangeburg County, write essays about Character Education. One student's essay is selected from each school and those students are recognized for their good character. A formal program is held at local universities where students hear motivational speeches on good character. The members of our Character Education Committee put up motivational sayings around the school to remind students, staff and visitors of good character.

Our school motto, Promoting Excellence, exemplifies our desire to prepare students to become successful, productive citizens who can reach their fullest potential.

Debra W. Norman, Principal
Diedre Sackel, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	25	40	24
Percent satisfied with learning environment	84.0%	77.5%	70.8%
Percent satisfied with social and physical environment	92.0%	76.9%	70.8%
Percent satisfied with school-home relations	56.0%	89.5%	83.3%

*Only students at the highest elementary school grade level at this school and their parents were included.